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ABSTRACT

This book offers guidelines for understanding the role and power of cognitive coaching to improve teacher effectiveness. Cognitive coaching is a nonjudgmental, developmental, and reflective model derived from a blend of the psychological orientations of cognitive theorists and the interpersonal bonding of humanists. Chapters are organized into four parts. Part 1 describes cognitive coaching: its sources, benefits, and the vision that drives this work at Renaissance schools. Part 2 addresses three major sources of teaching excellence: the five states of mind, research on instructional cognition, and the knowledge base of teaching. Part 3, greatly expanded from the first edition, provides fresh, detailed information about the coaching map of pacing and leading in terms of neurological events and specific useful tools. Part 4 gives practical examples of how the ideals of cognitive coaching can be embedded in the curriculum, school culture, policies, and practices of the school. Notes and references are given at the end of each chapter. The appendices contain a transcript of a sample coaching cycle, a list of what teachers most want observed, an explanation of why coaches do what they do from a constructivist perspective, and sample mediative questions. A glossary concludes the book. (RT)

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